

# English Curriculum Overview Nursery



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

**Teaching spellings:** Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

**Teaching guided reading:** Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.

**Children working below age-related expectations** – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

**Adapting weeks to suit each academic year** – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

*Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.*

# Talk for Writing termly books - Nursery



## Autumn:

**Lulu's first day**

**I love Me**

**My Daddies**

**We're Going on a Bear hunt**

**Can Bears Ski**

**Not now Bernard**

**The Best Diwali Ever**

**Kitchen Disco**

**Loud**

**You matter**

**Shark in the Park**

**So much**

**Poo in the Zoo**

**Autumn/ Christmas**

**/Diwali/Fireworks/Eid books  
as part of Understanding of  
the World.**

## Spring:

**On no George**

**A Superpower like mine**

**Ready for Spaghetti**

**Dadaji's paintbrush**

**Freddie and the Fairy**

**The rabbit, the dark and the  
biscuit tin**

**Look what I found on the  
Farm**

**How do you make a rainbow**

**Lost and found**

**Pip and egg**

**The perfect present**

**Shu Lin's Grandpa**

**Easter/ spring/ Chinese New  
Year stories as part of  
Understanding the World**

## Summer:

**Its mine**

**Mini Monsters, Can I play?**

**Fruits (poem)**

**Layla's Happiness**

**What the ladybird heard at  
the seaside**

**Blow a kiss, Catch a kiss  
(Poems)**

**Everybody has feelings**

**Mole's spectacles**

**Tilda tries again**

**Clean up**

**Books make good pets**

**I'm not a mouse**

**Yes you can cow**

# Nursery



## Autumn 1

### **Reading Comprehension**

Building comprehension skills through listening to stories being read aloud, conversations, pretend play

### **Word reading**

Showing print awareness through logos and understanding that the squiggly lines on a page represent spoken language

### **Writing**

Mark-making and giving meaning to marks.

## Autumn 2

### **Reading Comprehension**

Building comprehension skills through listening to stories being read aloud, conversations, pretend play

### **Word reading**

Showing print awareness through logos and understanding that the squiggly lines on a page represent spoken language

### **Writing**

Mark-making and giving meaning to

**Begin story mapping based on book 'We're going on a Bear Hunt'**

## Spring 1

### **Reading Comprehension**

### **Word reading**

Introduction to different parts of a book, reading left to right and turning the page

Identify words that rhyme, count number of syllables in a word, recognise alliteration and recognise and play with sounds

### **Writing**

Children begin to create letter-like forms and shapes – writing in play and beginning to over-write own name.  
T4W - Continue to model story mapping of a familiar text for children to them produce their own.

## Spring 2

### **Reading Comprehension**

### **Word reading**

Introduction to different parts of a book, reading left to right and turning the page

Identify words that rhyme, count number of syllables in a word, recognise alliteration and recognise and play with sounds

### **Writing**

Children begin to create letter-like forms and shapes – writing in play and beginning to over-write own name.

T4W - Continue to model story mapping of a familiar text for children to them produce their own.

# Nursery



## Summer 1

### **Reading Comprehension**

#### **Word reading**

Point to the author and illustrator and explain that they are the people who wrote the book and did the drawings.  
Point to words when reading to show that print carries meaning e.g. here are the penguin's words, he says 'thank you'

Introduce letters and sounds through songs and rhymes

#### **Writing**

Involve children in writing activities e.g. making a shopping list together and point out words that start with the same letter as child's name.

When reading together, point out things in the book the author did to make the book fun to read e.g. wow! Listen to how the author describes the ocean. Do these words make you feel like you're jumping over waves? Perhaps we can use that in our writing?

Opportunities for multi-sensory writing – on paper, wowo boards, in sand, paint, etc

Caption what children have written by asking 'what does this say?' This helps them learn more about letters and words.

## Summer 2

### **Reading Comprehension**

#### **Word reading**

Point to the author and illustrator and explain that they are the people who wrote the book and did the drawings.  
Point to words when reading to show that print carries meaning e.g. here are the penguin's words, he says 'thank you'

Introduce letters and sounds through songs and rhymes

#### **Writing**

Opportunities for multi-sensory writing – on paper, wowo boards, in sand, paint, etc

Caption what children have written by asking 'what does this say?' This helps them learn more about letters and words.